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ABSTRACT

An overview is provided of the 1987 activities and positions of the Academic Senate for California Community Colleges. The annual report includes: (1) "The President's Report," by Mark G. Edelstein, which reviews the implications of California's Master Plan for Higher Education and the major activities of the Academic Senate; (2) "The President-Elect's Report," by Karen Sue Grosz, which offers brief comments on the future role of the Academic Senate; (3) "1986-87 Budget: Financial Report to Date, June 5, 1987," by Phil Hartley, which looks at income and expenditures; (4) a list of Senate committees, their role, and officers; (5) committee reports by the Accreditation Committee; the Annual Report, Rostrum and Forum Committee; Assembly Bill 3409 Task Force on Finance; the Coordinating Committee of the California Articulation Number System; California Articulation Partnership Project Advisory Committee; California State University General Education-Breadth Advisory Committee; Educational Policies Committee; English Council of California Two-Year Colleges; Faculty Development Committee; Intersegmental Committee of the Academic Senates; Operations Committee; Research Committee; Vocational Education Committee; and Intersegmental Committees focusing on the Biology Transfer Curriculum, General Education Transfer Core Curriculum, and Visual and Performing Arts; and (6) additional reports on the activities of the Sacramento office and archives, the California Great Teachers Seminar, Senate publications; the Curriculum Consultants Project; the Master Plan Commission, and spring and fall general sessions. (UCM)

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THE ACADEMIC SENATE

for California Community Colleges

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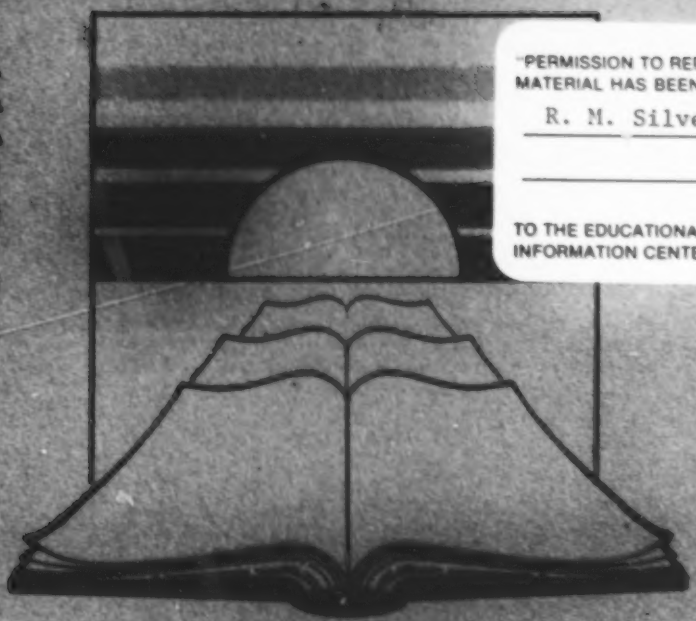

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ELEVENTH ANNUAL REPORT

June 1987

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THE ELEVENTH ANNUAL REPORT

OF

THE ACADEMIC SENATE
FOR CALIFORNIA COMMUNITY COLLEGES

Karen Sue Grosz, Editor
Santa Monica College

Charles R. Donaldson, Assistant Editor
Santa Monica College

June 1987

At the end of each academic year, the Academic Senate for California Community Colleges distributes the *Annual Report* to community college academic senates and to others interested in the activities of the Academic Senate.

Additional copies of the *Annual Report* can be ordered for $3.00 each from the following address:

Academic Senate for California Community Colleges
Chancellor's Office
1107 Ninth Street
Sacramento, CA 95814

Phone: 916/441-5465

EXECUTIVE COMMITTEE

1986-87

President:	Mark G. Edelstein, Palomar
Vice President:	Larry S. Miller, Foothill
Secretary:	Karen Sue Grosz, Santa Monica
Treasurer:	Phil Hartley, Chaffey
Past President:	Carmen M. Decker, Cypress

Debra Banks, Mission
Edith Conn, Ventura
Marilyn Day, Shasta
Bud Hannan, Cosumnes River
Erna Noble, Chaffey
James Prager, Yuba
Henry Schott, Merritt
Patricia Siever, L.A. Mission
Val Villa, L.A. Valley
Bob Zavala, Los Medanos

ACTIVITIES

We, the faculty of the community colleges of California, through the local academic senates, do hereby establish the Academic Senate for California Community Colleges, Inc., in order to promote the best interest of higher education in the state and to represent the faculties of all California Community Colleges at the state level.

Twice each year the Academic Senate for California Community Colleges meets in a General Session where delegates from the college and district senates hear informative speakers, deliberate issues, and take positions. These positions guide Executive Committee members and senate appointees as they represent the Senate to the Chancellor's Office, the Board of Governors, the CSU and UC senates, and other organizations.

In addition, representatives of local senates meet at Area meetings several times during the year. College and district senates are grouped geographically into four general areas, each containing twenty to thirty colleges. Executive Committee members act as contact and resource persons for the areas, keeping senates informed on issues, planning and conducting Area meetings, and establishing liaison with adjacent UC and CSU senates.

The Executive Committee meets approximately ten times during the year to conduct business, become informed on current issues, act on committee reports, and meet with representatives of other statewide organizations.

PRESIDENT'S REPORT

By Mark G. Edelstein

During this academic year, the review of the Master Plan for Higher Education has been the focal point around which all of the major issues related to community colleges have revolved. Thus, the Academic Senate has devoted a great deal of its time and energy to working with both the Commission and the Joint (Legislative) Committee and to studying the various issues identified by those two groups.

The Commission for the Review of the Master Plan is now completing the second phase of its work, a study of all segments of postsecondary education. The first draft of the Commission's report was published in April, and there were public hearings on the recommendations in April and May. The report contains new and stronger recommendations on community college governance, as well as recommendations on transfer, vocational education, adult education, faculty development, articulation, and accreditation. The report takes a major step in its basic assertion that all three segments of postsecondary education should be viewed as parts of a single system.

The Joint (Legislative) Committee for the Review of the Master Plan issued its final report on community college reform on January 7, 1987. That report includes 92 recommendations, most of which are consistent with the recommendations of the Master Plan Commission's report on community colleges. One recommendation of particular interest to local senates directs the Board of Governors to "develop guidelines by which the role of the Academic Senate will be strengthened with regard to the determination and administration of academic and professional standards, course approval and curricula, and other academic matters." The report has now been turned into legislation, a comprehensive community college reform bill authored by John Vasconcellos (AB 1725). Most of the provisions of that bill are consistent with Academic Senate positions and would significantly strengthen the community colleges. However, the bill in its present form would do little to resolve two of the biggest problems facing our system: governance and funding. Moreover, the bill does not, at this time, include the resources necessary to carry out matriculation and the other reforms it recommends.

Under AB 3409 (Hayden) the Legislature established three special committees to make recommendations on issues the Joint Committee had been unable to resolve. Those three issues are faculty and administrator qualifications, funding models, and accountability. The Academic Senate appointed representatives to all three committees. These committees were directed to report to the Joint Committee and/or the Chancellor to consider the recommendations and suggest amendments to AB 1725 as appropriate. The committee on accountability is still examining various models of value-added or performance-based funding, and the committee on funding models has just completed its preparation of a new funding formula. However, the committee on faculty and administrator qualifications has already completed a preliminary report and presented that report to the Joint Committee on April 1. The report calls for credentials to be eliminated and replaced by statewide minimum standards administered at the local level. It also calls for an increase in the probationary period to four years and a greater role for faculty in both the selection and evaluation of their peers. These recommendations have now been amended into the community college reform bill, AB 1725 (Vasconcellos). The Academic Senate is continuing to work both with the 3409 committee and with the Legislature to ensure that the provisions of the bill are effective in enhancing collegial governance and the quality of instruction in the community colleges.

While the Master Plan Commission considered significant changes in community college governance, the system itself was working to clarify and improve the governance structure. Early in the year, the Chancellor's Office undertook a comprehensive review of the 2200 regulations in the Education Code relating to the community colleges. The first stage of this effort was to analyze the 2200 provisions in terms of the 1969 legislation which attempted to clearly delineate the respective roles of the Board of Governors and local trustees. This analysis, done by Vice-Chancellor Tom Nussbaum, was published and presented to the Board. Meanwhile, Vice-Chancellor Nussbaum was working with the various organizations, through the Californians for Community Colleges, to examine the 1969 delineation itself and determine whether or not changes were necessary. The organizations agreed on a number of modifications to the 1969 delineation, and the revised delineation was presented to the Board of Governors in April. Once the new delineation has been established in statute, the Chancellor's Office, working with an advisory committee, will recommend the elimination or modification of some of the 2200 statutes governing the community colleges.

In another attempt to improve community college governance, the Chancellor worked to develop a consistent and effective process for consultation with the field. He has established an Executive Council made up of twelve CEOs, representing various areas of the state, and has had several meetings with this group to discuss policies being presented to the Board of Governors. The process through which the Academic Senate will be consulted has been worked out through a number of meetings with Chancellor's Office staff during the past year, and was approved by the delegates at the Spring Conference. This policy, along with the rest of the consultative process, will be presented to the Board for adoption as a "standing order" within the next several months. Mechanisms for consultation with all of the other constituencies and organizations are now being defined.

The need to improve articulation among all the segments of education in California has been noted by both the Commission and the Joint Committee. In an effort to respond to this concern, the California Education Round Table, made up of the heads of the various systems, has approved the formation of an Intersegmental Coordinating Council. This council, which will include high level administration as well as administrators responsible for articulation and the presidents of the three academic senates, will coordinate all articulation efforts throughout the state and will probably replace the existing Articulation Council. It is hoped that the direct connection between this new council and the principals of the Round Table will provide greater authority for the council and enable it to function with more consistent support than the Articulation Council.

In an effort to help faculty assume the new responsibilities identified through the review of the Master Plan, the Academic Senate developed and published three major reports during the year: one on the role of faculty in the curriculum process, another on professional standards, and a third on affirmative action guidelines. The Senate also expanded its efforts to work with local senates to ensure that they were prepared and had the necessary support to assume additional responsibilities. As a part of this effort, the Academic Senate sponsored its first leadership workshop in Monterey. This workshop, a part of the statewide Academic Senate's effort to provide local senates with both the skills and the information they need to function effectively, attracted eighty faculty leaders from across the state. The participants spent two days discussing problems, solutions, and strategies, under the direction of David Gotshall, for many years director of the Great

Teachers Seminar. The overwhelming success of this first effort has convinced the Executive Committee to expand its leadership training activities. Next year the Academic Senate will offer at least four regional workshops in conjunction with the Chief Instructional Officers to promote models of effective collegial governance throughout the state.

The Academic Senate was also involved in a great number of other activities through the year: the development of a faculty and staff exchange program, the creation of a series of competency statements for entering freshmen, the establishment of a curriculum consultant program for the high schools, a study of effective models of community college governance, and the production of a video teleconference bringing all segments of the community colleges together to discuss issues of concern to the faculty. All of these activities and all of the accomplishments of the Academic Senate were made possible only by the dedication and commitment of faculty throughout the state who contributed their time and their thoughts to the strengthening of the California Community Colleges and the education they provide.

PRESIDENT-ELECT'S REPORT

By Karen Sue Grosz

The community colleges have undergone intense scrutiny by the Commission for the Review of the Master Plan for Higher Education and the Joint (Legislative) Committee for Review of the Master Plan. The work of those two groups has culminated in AB 1725 (Vasconcellos), the omnibus community college reform bill.

At the same time, AB 3409 (Hayden) established three task forces to study community college faculty and administrator qualifications, community college finance, and community college accountability. The work of those three task forces either has been or will be incorporated into AB 1725.

For the community college faculty this means the start of reform, the precise nature of which we do not yet know. But it is clear that over the next several years those reforms in governance, hiring, evaluation, matriculation, and finance, among others, will have to be implemented.

The state Academic Senate must be prepared not only to help faculty members comprehend the scope and nature of these changes, but also to help local senates implement them. As we have seen in the

past year with proposed changes in curriculum committee review of credit courses, there is often a gap between the conception of change the its implementation. Unless those at the local level receive explanation and assistance in making the changes work, the much-needed reforms for which we have all worked will remain elusive.

During the next year the Academic Senate will continue its tradition of working with local faculty. As in the past, Executive Committee members and officers will be available to speak at local campuses. In addition, we hope to effect regional meetings with members of neighboring colleges meeting to discuss issues of concern. At the state level we hope to organize meetings with senate presidents and their elected representatives, thereby building better relationships and ties. We will continue to offer a senate Leadership Conference, built upon the successful model implemented last year, and we will introduce four regional educational leadership colloquia in addition. Work on affirmative action and the needs of the new majority student will continue, with the results of the June, 1987, conference being analyzed and distributed. Also, we have added a new committee to the Senate this year, focusing exclusively upon student needs and concerns.

1986-87 BUDGET
FINANCIAL REPORT TO DATE

June 5, 1987

By Phil Hartley, Treasurer

INCOME:	BUDGET	RECEIVED
Beginning Balance		24,076.34
50 State Monies	110,000.00	100,833.37
51 College Subscriptions	37,500.00	40,000.00
52 Fall Conference	20,000.00	20,805.00
53 Spring Conference	20,000.00	22,396.50
54 Grants & Reimbursements	27,154.00	24,096.73
55 Interest	2,100.00	2,588.67
Total	216,754.00	234,796.61

EXPENSES:		BUDGET	EXPENDED	BALANCE
100	Exec Committee Mtgs	30,000.00	25,977.91	4,022.09
201	President	18,000.00	18,000.00	0.00
202	Vice President	3,000.00	0.00	3,000.00
203	Secretary	3,000.00	0.00	3,000.00
204	Treasurer	3,000.00	3,463.38	-463.38
205	Past President	3,000.00	0.00	3,000.00
206	Archivist	3,000.00	2,193.00	807.00
208	Ed. Policies Chr	3,000.00	0.00	3,000.00
209	Publications Chr	3,000.00	0.00	3,000.00
210	Operations	3,000.00	0.00	3,000.00
300	Officer Expenses	4,000.00	4,173.63	-173.63
400	Office Expense	40,875.00	39,598.69	1,276.31
500	Publications	10,000.00	11,057.15	-1,057.15
601	Fall Conference	26,000.00	25,640.60	359.40
602	Spring Conference	26,000.00	26,171.00	-171.00
603	Other Conference	10,000.00	9,964.05	35.95
701	Area A	1,500.00	408.27	1,091.73
702	Area B	1,500.00	286.41	1,213.59
703	Area C	1,500.00	570.95	929.05
704	Area D	1,500.00	496.31	1,003.69
810	Chancellor's	5,000.00	3,232.63	1,767.37
820	Academic Senate	15,000.00	15,025.19	-25.19
830	Liaison	23,300.00	20,337.30	2,962.70
900	Contingency Reserve	2,655.00	600.00	2,055.00

Total Expended: 207,196.47
Balance: 27,600.14

COMMITTEES OF THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

ANNUAL REPORT, ROSTRUM, FORUM COMMITTEE:

This committee edits, produces, and distributes the publications of the Academic Senate: the newsletter, *The Rostrum*, which is published six times during the academic year; the Senate journal, *Forum*, which is published in the spring; and the *Annual Report*, which is published in the spring.

Karen Sue Grosz, Chair
Charles R. Donaldson

EDUCATIONAL POLICIES COMMITTEE:

This committee studies and recommends educational policy to the Executive Committee and the Delegate Assembly. The committee recommends new educational policies to be implemented either locally or at the state level, suggests positions on proposed state-level policy, and responds to assignments given by the Executive Committee and the Delegate Assembly.

Carmen Decker, Chair
Susan Petit
Erna Noble
Val Villa
Larry Toy
Robert Turley
Jewel Keusder
Lynda Corbin
Ginger DeBow
Edith Conn

FACULTY DEVELOPMENT COMMITTEE:

The Faculty Development Committee is responsible for developing position papers discussing the need for faculty development and for providing data and recommendations on existing and proposed staff development models, and on credentials and hiring.

Larry Miller, Chair
Marilyn Day
Francisco Hinojos
Jim Locke
Bob Zavala
Harry Saterfield
Patricia Siever
Yvonne Bodle

FUTURES COMMITTEE:

The Futures Committee explores emerging needs for a changing faculty and student population.

Henry Schott, Chair
Michael McHargue
Don Hucker
Yvonne Bodle

LEGISLATIVE COMMITTEE:

This committee provides information on legislative bills and activities to the Executive Committee and the local academic senates.

Debra Banks, Chair
Erna Noble
Bud Hannan
Bob Zavala
Rusty Fairly
Susan Liberty
Merlin Henry

RELATIONS WITH LOCAL SENATES COMMITTEE:

This committee serves as a resource to local senates by assisting them with local concerns and by enhancing communication between local senates and the Academic Senate.

Patricia Siever, Chair
Bud Hannan
Susan Liberty
Edith Conn
Pat Wilson
Harry Kawahara
Val Villa

RESEARCH COMMITTEE:

The Research Committee provides accurate information on topics of current interest by constructing, distributing, and analyzing surveys and questionnaires. The committee also provides statistical analysis of data for use by local senates and other organizations.

Bud Hannan, Chair
Jim Prager
Barbara Davis
Roseanne Burt
Dennis Johnson
Rosalie Amer

VOCATIONAL EDUCATION COMMITTEE:

The Vocational Education Committee provides a forum for discussion of current vocational education issues, develops consensus on those issues, and recommends policy and position on them.

Erna Noble, Chair
Len Herzstein
Bob Zavala
Bill Dixon
Gerald Hubbard
Sam Weiss
Gary Lewis
Ellie Yapundich

REGULAR ASSIGNMENTS AND APPOINTMENTS

Archives: Edith Conn
Finance: Phil Hartley
Leadership Training Workshops: Phil Hartley, Pat Siever
Nominations and Elections: Edith Conn
Operations: Larry Miller
Resolutions: Larry Miller, Karen Sue Grosz
Publications: Karen Sue Grosz
Accreditation: Val Villa, Edith Conn, Phil Hartley
Articulation Council: Mark Edelstein, Carmen Decker
California Great Teachers: Edith Conn
California Postsecondary Education Commission: Jim Prager, Mark Edelstein
CAN Advisory Committee: Val Villa
CSU Senate: Carmen Decker, Wesley Bryan
UC Senate: Phil Hartley
CSUC General Education Advisory: Maryamber Villa
UC BOARS: Karen Sue Grosz
CAPP Advisory Committee: Don Villeneuve
Credentials Hearing Committee: Bob Zavala

REGULAR APPOINTMENTS TO JOINT COMMITTEES AND COALITIONS

Chief Instructional Officers: Mark Edelstein, Phil Hartley, Jim Prager, Bud Hannan, Karen Sue Grosz, Marilyn Day
Intersegmental Committee of the Academic Senates: Mark Edelstein, Carmen Decker, Wes Bryan, Larry Miller, Karen Sue Grosz
CCC Occupational Education Coalition: Erna Noble, Len Herzstein
Californians for Community Colleges: Mark Edelstein, Larry Miller

REGULAR APPOINTMENTS TO CHANCELLOR'S COMMITTEES

Fund for Instructional Improvement: Pat Wilson, Howard Guyer, Beverly Abila, William Salomone
Library Advisory Committee: Sally Flotho
Work Experience Educational Advisory Committee: Miriam Rosenthal
Chancellor's Advisory Committee on Health Sciences: Erna Noble

LIAISONS WITH OTHER COMMUNITY COLLEGE ORGANIZATIONS

CCC Student Government Association: Bob Zavala, Jim Prager
ECCTYC: Edith Conn
CCC Mathematics Council: Art Dull

OTHER APPOINTMENTS AND NOMINATIONS

Master Plan Review Commission: Mark Edelstein, Karen Sue Grosz
Master Plan Commission Advisory Group on Faculty: Norbert Bischof, Larry Toy
CPEC Advisory Committee on Value-Added Education: Robert Turley
CPEC Advisory Committee on Staff Development: Jim Prager, Harry Saterfield
CPEC Ad Hoc Advisory Group on Remediation: Jim Prager
Legislative Task Force on Finance: Karen Sue Grosz
Legislative Task Force on Faculty and Administator Qualifications: Mark Edelstein, Pat Siever
Legislative Task Force on Accountability: Jim Prager
Chancellor's Task Force on Implementing Matriculation: Carmen Decker
Intersegmental Committee on Preparation in English: Lloyd Thomas, Buford Crites, William Salomone
Intersegmental Committee on Preparation in Math: Norbert Bischof, Pat Deamer, Art Dull
Intersegmental Committee on Visual and Performing Arts: Jeannine Engelhart, Bruce Smith, Madeline Mueller
Intersegmental Committee on Core Curriculum: Carmen Decker, Maryamber Villa, Theo Mabry
Intersegmental Committee on Biology Curriculum: Lillian Blaschke, Michael Bucher
Intersegmental Committee on BA Appropriate Courses: Phil Hartley
Intersegmental Committee on Transfer (Interact): Chris Hadley
Student Aid Commission: Edith Conn
Ad Hoc Committee on Education Code Review: Leon Baradat, Debra Banks, Norbert Bischof, Bud Hannan, John McFarland
Teleconference Pilot Project Advisory Group: Larry Miller
Senate/CEO/CCCT Governance Study: Mark Edelstein, Phil Hartley
Joint Committee for Staff Exchange Grant: Edith Conn, Larry Miller
CSU/CC Task Force on Faculty and Administrator Preparation: Mark Edelstein
Accrediting Commission Handbook Review Committee: Dorothy Cox, Jean Vincenzi

ACCREDITATION COMMITTEE

By Val Villa

There have been no official meetings of the Accreditation Committee during this school year as, due to our small number, any plans for activities could be made on an informal basis during our monthly meeting or via telephone. This does not imply inactivity, however, as Edith Conn and Val Villa, with newest commission and committee-member Phil Hartley, have monitored laws and policies that might concern the Accrediting Commission for Community and Junior Colleges, as well as changes elsewhere, which could affect or influence our own accreditation procedures. We also organized and participated in breakout sessions at both Fall and Spring Conferences.

The breakout session at the Fall Conference of October 23-4, attended by Dr. John C. Petersen, Executive Director of ACCJC, resulted in three resolutions in which increased participation by faculty members is emphasized, or which recommend that local senates, hiring committees, and salary schedules not give academic or other recognition to degrees received from other than fully accredited institutions.

Recently proposed legislation, which would require that all degree-granting institutions in this state meet uniform standards, would go a long way to solving the problem of "suspect" degrees. This would not, however, solve the dilemma of degrees granted by institutions which are fully accredited under the provisions of the regional association in their own state or region, but which operate in this state with satellite units which may not meet the same high standards, but which must be termed accredited under the reciprocity agreements that exist between regional associations.

At the Spring Conference held in Sunnyvale, the breakout session had as its central theme the greater involvement and participation of the local senates, and faculty in general, in the accreditation activities of their own colleges. The number of participants and the kinds of questions asked of guest Chancellor Tom Fryer of the Foothill-DeAnza District, and of the committee members, would indicate an increased faculty interest in and awareness of the subject of accreditation.

ANNUAL REPORT, ROSTRUM, AND FORUM COMMITTEE

By Karen Sue Grosz

The major change in publications this year involved the use of professional typesetting in the preparation of *The Rostrum* and *Annual Report*.

The Academic Senate continued publication of the *Forum*, the Senate journal of scholarly articles, this year. Among the material included in this publication are the following: a summary research report on faculty burnout in community colleges by Sunny Bradford, East Los Angeles; a summary report on community college finance by Larry Toy, Chabot, Co-Chair of the Task Force on Finance established under AB 3409; book reviews by John McFarland, Sierra; description of the proposed doctorate for community college faculty by Leon Baradat, MiraCosta; a history of the Intersegmental Committee of the Academic Senates by Marjorie Caserio, UC Irvine. Designed to promote discussion of issues facing the community colleges, the journal is distributed to each college and district senate, members of the Board of Governors, and others concerned with the community colleges.

The committee continued production of the Senate newsletter, *The Rostrum*, published five times this year and mailed to all community college senate executive committees, chief instructional officers, chief executive officers, presidents of boards of trustees, members of the Board of Governors, CPEC commissioners and staff, key legislators, members of the Commission for the Review of the Master Plan for Higher Education and the Joint (Legislative) Review Committee, other community college organizations, news outlets, and others interested in the activities of the Academic Senate. The newsletter features community college news, opinion pieces, and a summary of Fall and Spring Conference activities and resolutions.

This committee also prepares, edits, produces, and distributes the *Annual Report*, which is mailed to college and district senate presidents, members of the Board of Governors, and other interested parties.

1986-87 PUBLICATIONS

By Edith Conn

The following publications were prepared during the 1986-87 academic year:

1. *The Role of Faculty in the Curriculum Process*, a position paper written by the Educational Policies Committee, principal author, Carmen Decker, Chair; adopted by the spring, 1987 session.

2. *Professional Standards for Faculty*, a position paper written by the Educational Policies Committee, principal author, Susan Petit; adopted by the spring, 1987 session.

3. *Affirmative Action Guidelines*, a position paper written by the Educational Policies Committee, principal author, Jewel Keusder ; adopted by the spring, 1987 session.

4. *Affirmative Action and Related Issues*, a booklet of over thirty Academic Senate resolutions and positions, 1970-1987, compiled and edited with an introduction by the Edith Conn, Senate archivist.

5. *Senate Resource Book*, compiled by Edith Conn, Senate archivist, under the auspices of the Local Senates Committee. A binder containing over 100 items to help local senates with college and state activities. Distributed one to each college at the Spring, 1987 conference. A few extra copies are available for $10 each.

AB 3409 TASK FORCE ON FINANCE

By Karen Sue Grosz

The Task Force on Finance, created under AB 3409 (Hayden), was formed as a Chancellor's Task Force to study new funding models for the California Community Colleges. Legislation specifically suggested development of a differential funding model whereby funds are allocated to the districts on the basis of specific activity categories. The Task Force, which first met on December 17, 1987, studied the 1984 Gooder Report on Differential Funding, heard testimony from UC and CSU representatives, as well as representatives of CPEC, collective bargaining unions, and administrators.

The final report, adopted at the final meeting on June 11, 1987, represents a modification of a differential funding model, as it does not differentiate by mode of instruction. Instead, the proposal suggests five categories for state allocation: instruction, instructional services and libraries, student services, maintenance and operations, and institutional support. Within each category a benchmark or standard has been set, based upon the CSU funding model wherever applicable, with modifications to make the item appropriate to the community colleges. Colleges receive funding with reference to their relationship to the benchmark, with special recognition for small sized districts, enrollment growth or decline, and equalization.

Within the next month elements of the finance model should be incorporated into AB 1725, the Community College Reform Bill.

ARCHIVES AND OFFICE

By Edith Conn

A significant and important event occured September 2, 1986: for the first time in its history, the Senate had a full-time secretary working in its Sacramento office. Ms. Gigi Denison was hired in August, 1986, and went to work full-time in September. Gigi has become indispensable and has worked diligently to provide services to our local senates and to the Chancellor's Office. Using modern computer technology in the office has also enhanced the capability of the Senate to serve the faculty of California's community colleges.

On December 2, 1986, the Senate further expanded by moving from the second floor of the Chancellor's Office Complex to the former office of Chancellor Joshua Smith on the fourth floor. The move gave us much more room, including space for a small conference table so that meetings of Senate committees could take place in the office, using files and archives to good advantage.

Among the activities of the Archivist were the compilation of the Senate's resolutions on Affirmative Action. Perhaps surprising some, the document showed that beginning in 1970, only one year after being formed, the Senate passed its first resolution related to affirmative action, with more than 30 resolutions adopted since then. Resolutions on curriculum committees were also updated.

A major effort of the Archivist this year was the designing and assembling, under the auspices of the Local Senates Committee, of a Senate Resource book, containing over 100 different items, from Senate By-Laws to a typical local senate president's activities. Each college received a copy of the Academic Senate Resource Book at the Spring 1987 Conference.

Norbert Bischof (Merritt College) and Leon Baradat (MiraCosta College), both former presidents of the Senate, worked extensively with the Archivist to make some necessary clarifications in both the Senate Rules and By-Laws and assisted in revising the resolution procedure for Senate conferences. Also helping on this Ad Hoc Re-organization Committee were Jonnah Laroche (Allan Hancock College), a former Senate president and now member of the Board of Governors, and Karen Sue Grosz, 1987-88 Senate president.

Senate publications continue to be popular, with several recently being accepted in the ERIC system at UCLA. Peter Hirsch, CACC Executive Director, and Stu Van Horn of the CACC staff, enabled the Senate to have its own booth at the November, 1986, CACC Conference, for which we are most grateful. Several Executive Committee members staffed the booth during the conference and helped the Archivist set up the display: Val Villa, Debra Banks, Erna Noble, and Marilyn Day. We gave out sample Senate publications and acquainted attendees with the work of the Senate. We are grateful to CACC for this opportunity.

CALIFORNIA GREAT TEACHERS SEMINAR, 1986-7

By Edith Conn

Not only was the 1986 Great Teachers Seminar a great success, but three other related events are also significant: a presentation at the California Association of Community Colleges (CACC) conference on the history and applicability of the Great Teachers Seminar, a Great Teachers reunion, a Great Teachers-style conference held in February and June by the Academic Senate.

At the CACC conference in November attendees at the 1986 seminar presented a videotape of the experience and demonstrated teaching strategies from the seminar. Presenters included Alice Slaton, Professor of French, Ventura College, and maker of the videotape; Lynne Baker, Instructor of Foreign Languages, Coastline Community College; and Georgiana Coughlin, Associate Professor of Humanities, El Camino College. Seminar director David Gottshall and seminar staff member

Edith Conn spoke of the history and philosophy of the Great Teachers concept. Also during the CACC conference a special reunion dinner was held, organized by Sharon Yaap, Great Teachers coordinator and Associate Executive Director of CACC. Over 60 former seminar participants attended with friends and spouses. A special tribute was made in honor of former Great Teachers coordinator Peter Hirsch, who is now CACC Executive Director.

In February a Senate leadership conference was held in Monterey, using the Great Teachers format well adapted to a two-day program by David Gottshall who came from the College of DuPage in Illinois to direct the event. He was assisted by three regular Great Teachers staff members and three Executive Committee members who had previously attended the Great Teachers Seminar.

Planned for the end of June is another Great Teachers type conference, a two-day meeting on "The New Majority Student" in Oxnard with David Gottshall again as director.

The 1986 Great Teachers Seminar itself featured seventy participants and eight staff members, who spent five days at Casa de Maria, a retreat center near Santa Barbara, June 15-20. The group defined the great teacher and celebrated great teaching at the eighth annual such event, sponsored jointly by the Academic Senate for California Community Colleges and CACC.

Delighting in the rustic, wholesome atmosphere (the food preparation crew received a long ovation at the end of the seminar), participants gave ten-minute teaching demonstrations, displayed "non-astounding" teaching devices, and conducted interest workshops on topics that grew out of the seminar discussion papers on teaching innovations and teaching problems. Days started with breakfast at 8 a.m. and concluded with an evening general session at 9 p.m. with a brief time off during the afternoon to enjoy recreational activities at La Casa, including swimming, tennis, hiking, and volleyball. Folk and social dancing, with the "duck dance" leading in popularity, usually ended the day's work.

Participants represented 43 different colleges and 26 different disciplines. Everyone agreed that we can all learn from colleagues in disciplines not our own. Among those attending were Molly Kohlschreiber, an art instructor from Victor Valley College, and her former student Roxie Ross, now a librarian at Golden West College, seeing each other for the first time in nearly two decades.

Among the topics discussed in special interest sessions were gender role in the workplace; passages--both student and teacher; faculty-administrator relationships, including senates and collective bargaining units; controversial topics in the classroom; using the Macintosh computer; how to start things off the first day of class; honors programs; evaulation of students.

As the seminar closed, groups defined "the great teacher" in many ways and in different settings, from a gospel church service to bringing presents for an unborn child.

CAN

By Val Villa

The Coordinating Committee of the California Articulation Number System (CAN) met three times during 1986-87. The number of institutions participating has increased substantially during the year, particularly the number of community colleges, and the numbers of courses identified and qualified have increased phenomenally. In spite of this seemingly rosy picture, CAN has, in fact, made little progress, due to the failure, unwillingness, or inability of most UC campuses to participate.

Full acceptance of a course or college in CAN requires the cooperation of at least one UC campus. Only Davis of the UC institutions has demonstrated interest in CAN. Attitudes at the UC campus range from hopes that the project will disappear to very lukewarm support, except at Davis, which has taken the first steps but can, itself, proceed no further because of its inability to get the necessary articulation of another UC campus. The usually stated reason for non-participation has been "lack of funds."

There has been some progress. At its April meeting in Sacramento, the committee approved the inclusion in CAN of some courses in areas such as Home Economics, which are not offered at any UC campus. This action will have a salutary effect for the project, as these course listings, and others to be added, begin to appear in college catalogues.

The UC has now allotted more funds for a pilot project for CAN in 1987-88 at two UC campuses. This, too, will benefit the plan.

As of now, 68 of 106 community colleges, 13 of 19 CSU institutions, and only 1 (Davis) UC campus are involved in CAN in any way.

At the community college level, 4075 courses have been identified, 1367 have qualified; at CSU 674 courses have been identified and 66 have qualified; at UC 37 courses (all at Davis) have been identified, none has qualified.

CAPP ADVISORY COMMITTEE

By Donald Villeneuve

The California Articulation Partnership Project (CAPP) Advisory Committee met three times during the academic year. The search for a new director resulted in the appointment of Dr. Deborah Hancock, who was selected from among 94 applicants.

One major task of the committee was to simplify and standardize the final reporting process for the CAPP projects. A significant aspect of this task was the conducting of two one-day workshops bringing together representatives of each partnership project. Using facilitators, the discussions focused upon what has worked and what has not work ed, as well as identifying "unexpected outcomes." The goal is to develop a format for the final reports, incorporating the above information. Nearly 100 percent of the project partners participated in the workshops, and it was universally agreed that they were productive. It was also noted that the workshops will facilitate the CAPP "megaevaluation" which will be presented to CPEC in January of next year.

Ninety-one new project applications were received, and 16 continuing projects were considered for support in the next year. Those who participated in the process of proposal evaluation agreed that it proved to be insightful and beneficial.

CPEC is preparing to evaluate the CAPP project, with a report due in January, 1988.

It was noted that the other segments participating in the advisory committee had both faculty and administration representation. Eventually, Dr. Connie Anderson from the Chancellor's Office was added to the committee as another community college representative. With Dr. Anderson's able assistance, I am confident that we will be able to more effectively involve the community colleges statewide, forming partnerships with their local high schools.

CSU GENERAL EDUCATION-BREADTH ADVISORY COMMITTEE

By Maryamber Villa

The CSU General Education-Breadth Advisory Committee met once this year, on March 26, 1987. Plagued by insufficient funds and inadequate staff support, the committee addressed the lack of uniform enforcement of committee-recommended general education policy on the various CSU campuses.

Connie Anderson, CCC Chancellor's Office, addressed the committee and reported on the serious articulation problems for CCC transfer students in the varying CSU campuses' interpretations of "partial certification." It was agreed that a subcommittee will work out clarifying language for the fall semester.

The only specific action taken by the committee was to agree to some amendments to the "high unit" subcommittee's report and to formally vote on the rewritten policy by mail. The outcome of the vote has not yet been announced, but it was most likely passed, and should help to correct difficulties in the area of "high unit" majors.

CURRICULUM CONSULTANTS PROJECT

By Karen Sue Grosz

The Curriculum Consultants Project, currently in its second year, is jointly sponsored by the Intersegmental Committee of the Academic Senates and the State Department of Education. A primary feature of the project is the use of university, college, and secondary faculty members as consultants who work with high schools about to undergo an accreditation and program review. Consultants work with department faculty members, advising them on matters such as text appropriateness, in-service faculty development, the success of various classroom instruction techniques, application of the state Model Curriculum Standards.

During 1984-85, Edith Conn participated in discussions of ways to coordinate the required State Department of Education quality program reviews and the accreditation process. Other participants in the discussions were representatives from CPEC, UC, CSU, the CCC Chancellor's Office, the Accrediting Commission for Schools, and the State Department of Education/ Western Association of Schools and Colleges.

In the 1985-86 pilot year, 18 high schools participated in the project. This year 73 schools participated, and an additional 120 schools are expected to volunteer to participate next year. As the number of participating schools increases, so does the need for faculty volunteers to serve as curriculum consultants. Volunteers are needed in English, mathematics, science, social science, foreign language, fine and performing arts, vocational education, and physical education.

In a related activity, the Academic Senate continues to work to involve community college faculty in high school accreditation reviews. Many community college faculty members have participated as accreditation team members, and have reported the importance of this participation as one facet of articulation with secondary education.

EDUCATIONAL POLICIES COMMITTEE REPORT

By Carmen M. Decker

The Educational Policies Committee met several times during the 1986-7 academic year in order to respond to resolutions passed by the local senate presidents and delegates at the Spring and Fall 1986 Conferences. It responded also, throughout the academic year, to requests made by the Executive Committee, as various issues emerged in the area of educational policy. In fulfilling its charge, the Educational Policies Committee produced three documents: *The Role of Faculty in the Curriculum Process, Affirmative Action Guidelines,* and *Professional Standards for Faculty*. All three documents were approved unanimously by the General Assembly of the 1987 Spring Conference. The first of these documents was prepared in order to assist local senates in the process of implementing changes in new Title 5 regulations which include an active role for their participation in curriculum decision-making. A breakout session on ways to implement new regulations, and to review model curriculum committees, was presented at the 1987 Spring Conference. The other two documents respond to the recent call made by the Board of Governors and the Master Plan Commission to review affirmative action practices in hiring, retention, and promotion of underrepresented groups in the California Community Colleges, and to strengthen the role of faculty in the hiring and professional evaulation of their peers. A Fall 1986 resolution also directed the Educational Policies Committee to develop guidelines to be used by faculty and staff to assure our commitment to the values and goals of equal opportunity and affirmative action. Both documents were developed to complement each other.

Additionally, the Educational Policies Committee revised a *Statement on High School Preparation for Success in the Community Colleges*, and is collaborating with the Chancellor's Office on this project. Hopefully, this brochure will be distributed to all junior high school students to encourage them to consider a college education in the community colleges. Academic Senate representatives are working to seek approval from the Chancellor's Office to translate this statement into several key languages.

One of our committee members, Robert Turley, participated on the *CPEC Task Force (ACR 141) on Value-Added Education* to study approaches to measuring student educational growth. He chaired a breakout session on this topic at the Spring Conference and distributed copies of the committee's final report, *Funding Excellence in California Higher Education*. For copies of this report, contact Martin Ahumada, Postsecondary Education Specialist (CPEC).

The Educational Policies Committee also engaged in discussions with representatives from the California Community College Counselors Association (CCCCA) regarding their draft document *The Role of Instructors in Academic Advising*. The revision of their original draft is an indication of the willingness of both teaching and counseling faculty to incorporate the expertise of instructors in various aspects of the matriculation process. The Academic Senate and the Counselors Association hope to be able to issue a joint statement in support of the involvement of instructors in academic advising.

ENGLISH COUNCIL OF CALIFORNIA TWO-YEAR COLLEGES

By Edith Conn

The Academic Senate and the English Council of California Two-Year Colleges (ECCTYC) have had faculty liaisons for many years, with Gordon Taylor of the English Council attending Senate conferences and Edith Conn attending ECCTYC board of directors' meetings.

This year two notable areas of cooperation have been the following:

1. Lloyd Thomas, ECCTYC vice-president, was the Senate's appointee to chair the Intersegmental Committee on composition. This group is updating the previously published "Statement of Competencies" in English expected of entering college students, and works under the auspices of the Intersegmental Committee of the Academic Senates.

2. Edith Conn represented the Senate on a joint Learning Assessment and Retention Consortium, ECCTYC, Senate project dealing with placement and sequencing of English and reading courses in California Community Colleges. Chaired by ECCTYC board member Mary Ann Cox of San Joaquin Delta College, the project received funding from the Chancellor's Office and worked during the year to develop surveys to find out what is being done. Eventually it is hoped that models will be suggested to help colleges in developing reading and English curriculum.

FACULTY DEVELOPMENT COMMITTEE

By Larry S. Miller

The Faculty Development Committee had special responsibility this year for overseeing a project of the Fund for Instructional Improvement, with the following initial goals and plans: *"...to address the future needs of California community college minority students by focusing on ways and means of identifying and developing the faculty development needs of the next decade."* As project director for this grant, I worked with the advisory committee to establish a major emphasis on producing good faculty and student surveys, followed by a statewide symposium modeled along the lines of the Great Teachers Seminar. David Gottshall will coordinate this symposium, scheduled for late June, 1987.

The Trading Places Project has been successful in enlisting prospective faculty and staff for exchanges in the coming year. A proposal to continue the efforts of this project has been funded for the 1987-88 year through a grant from the Fund for Instructional Improvement. Under the coordination of Kathie Read, the project will expand to include Hawaii in the coming year.

A satellite teleconference network project was undertaken in the spring following the Spring Conference. With participation from representatives of a variety of community college organizations, the live presentation, during which conference resolutions were discussed and debated, proved to be a success. It is hoped that the project will be repeated in another form next year.

INTERSEGMENTAL COMMITTEE OF THE ACADEMIC SENATES

By Karen Sue Grosz

Under the leadership of Community College Academic Senate President Mark G. Edelstein, the Intersegmental Committee of the Academic Senates met five times during the 1986-87 academic year.

Among the activities of the committee this year included continuation of the Curriculum Consultants Project, jointly sponsored by the Intersegmental Committee and the State Department of Education. With 18 high schools requesting consultants in the pilot year, and 73 participating in curriculum review by UC, CSU, CCC, and secondary faculty members in 1986-87, the project has proved itself successful. An anticipated 120 high schools will participate next year.

The Intersegmental Committee also continued work on competency expectation statements for entering freshmen. Committees were established to review and revise the English and mathematics statements, and committees were formed to begin development of statements in the Visual and Performing Arts and Humanities. In addition, the competency expectation statement in Languages Other Than English received final approval from the Academic Senates of the segments and is being prepared for distribution. The Natural Science statement also received final approval and is being distributed. The History/ Social Science statement continues to receive the attention of faculty members from the segments.

Attention also was given to establishment of core curricula in biology and general education, with committees formed to work on those documents.

MASTER PLAN COMMISSION A STUDY OF GOVERNANCE

By Karen Sue Grosz

The Master Plan Commission for the Review of Higher Education left one issue unresolved when it published *The Challenge of Change*: the community college governance structure, it was agreed, would take more time and discussion, so that item was left for the second year's study, which encompasses all of postsecondary education, with special emphasis upon the UC and CSU systems.

Consultants to the Master Plan Commission, Frank Bowen and Lyman Glenny, presented their governance report at the December 17, 1986, meeting. Bowen noted that it is possible to strengthen the Chancellor's Office while maintaining strong districts, so long as there is a means for resolving problems internally. Stating that two years ago the word "system" was unthinkable, Bowen suggested that many have begun to refer to the Community College System. The report features six recommendations in priority order:

1. Recognize the "California Community College System."
2. Develop formal consultation procedures with districts.
3. Develop an information system.
4. Coordinate a fiscal accountability system.
5. Coordinate an educational accountability system.
6. Review current planning with the objective of simplification.

At the February meeting, when Commissioners next addressed the issue of governance, their votes split evenly between the two options presented to them. Staff returned with a third option which combined features of the other two, and that compromise was accepted on a 13-3 vote. This proposal establishes the colleges as a unified state/local system with a strong state governing board. The Board of Governors has comprehensive authority for academic affairs, but may delegate authority to district boards. State financial support will be appropriated to the Board of Governors according to nonstatutory differential funding formulas and then reallocated among the districts. A formal consultation structure for districts will be established by statute, and consultation with interest groups will be established by the Board of Governors. The academic senate will have a stronger role in the determination of academic standards, course approval, faculty hiring and evaluation, and other academic functions, and student participation in appropriate aspects of campus and district administration will be increased.

OPERATIONS COMMITTEE

By Larry S. Miller

This academic year has seen the Academic Senate move from its small, unstaffed office on the second floor of the Chancellor's Office to its relatively more spacious quarters on the fourth floor. Chancellor Smith graciously provided us with his former office to allow for this move, as he and other executive staff have relocated to offices on the sixth floor. Most significant has been the addition of Ms. Gigi Denison as our administrative secretary. As Operations Committee chair, I have had primary responsibility to manage the office and staff, and I am pleased to report that Ms. Denison has made significant contributions

to the ongoing operation of our organization. She is highly personable and very effective in working with Chancellor's Office staff, a fact which is evident in our increasingly good relations with them.

Another reason for our excellent relationship with the Chancellor's Office has been a commitment on behalf of the Senate to "staff" the office as often as possible with Executive Committee members. Each committee chair now meets regularly with his or her "counterpart" in the Chancellor's Office, to discuss matters of mutual concern. All this has resulted in a very busy, and increasingly crowded office, with our seven-chair conference table being occupied most of the time.

We are currently using a Macintosh Plus Computer with a 20-megabyte hard disk drive, and plan to add a LaserWriter printer and document scanner eventually. To the computer is attached a 1200 baud modem for document transmission, although at this time only the officers are using this feature. We hope to have a computer bulletin board in service at some time during the next academic year, either in the office or at a remote location.

RESEARCH COMMITTEE

By Bud Hannan

A study of the relation of local senates to their collective bargaining agents was conducted this year. An updated study of senates revealed that, of the 88 colleges that responded, 10 senates have written delineation of function agreements with their collective bargaining agents. Most senates have, at best, informal understandings which emphasize positive working relationships between officers of both groups. There is some evidence that colleges are beginning to move toward formal delineation of function agreements.

A literature search was conducted by Rosalie Amer, who attempted a comparative analysis of EERA and HEERA. Particularly useful was an article by Reginald and Alleyne in *Hastings Law Journal*, Volume 31, 1979-80. The literature review and an informal qualitative study of CSU faculty experiences with HEERA suggests that the major problem with EERA, from a senate point of view, is the lack of specificity for Academic Senate functions.

The Research Committee was unable to make progress on a study of course cancellation policies. It is recommended that the issue of "productivity" be tied into a future inquiry of such policies and practices.

Jim Prager conducted a sub-committee review of hiring, evaluation, retention, and promotion in the CSU system. The results demonstrated that, though the practices vary, the preeminent role of faculty in these processes is very much in evidence.

The Research Committee also served the Local Senates Committee in a study of the reassigned time needs of the local senates, a study of curriculum committees, and the development of a directory of faculty experts on academic and professional issues.

TRADING PLACES

By Edith Conn

The Academic Senate for California Community Colleges and the Chief Instructional Officers of California Community Colleges jointly submitted a proposal in Spring 1986 to the Fund for Instructional Improvement in order to establish a statewide program of staff exchanges. The program was funded for 1986-87 and has been re-funded for 1987-88 in order to achieve full implementation. The program was established to enable faculty, administrators, and classified staff to exchange positions for a year, a semester, or even a shorter period if practical. During the 1986-87 year, 46 faculty, 20 classified, and one administrator signed up for exchanges. In addition, 81 colleges identified a contact person on campus to serve as a coordinator for Trading Places. Although no exchanges were effected this year, it is felt that the publicity and directories of both college contact people and those seeking exchanges will help facilitate the program for 1987-88. In addition, next year exchanges between Hawaii and California community college staffs will be sought.

Kathie Read, American River College, served this year as the project coordinator and did outstanding work publicizing Trading Places and creating a directory of people with whom to exchange. She attended several statewide community college conferences in order to promote the program. She is also working to create a databank of exchange seekers so that exchanges can be made more readily.

Although membership in the exchange program this year was without cost, a small fee will be asked from each college in order to continue the program in 1988-89 and in succeeding years. With budget cuts and declining enrollments causing a decrease in both job and geographic mobility for community college staff, thus limiting opportunities for

professional growth, Trading Places offers a cost-effective approach to staff development by exposing staff members to new ideas, teaching methods, administrative procedures, and ways of operating. It also gives community college staff a sense that they belong to a wider community beyond their individual institutions.

Dean Dorothy Gelvin, Santa Monica College, served as project coordinator, and Kathie Read as project director. Members of the advisory committee included Edith Conn and Larry Miller from the Academic Senate and Philip Laughlin and Julie Hatoff from the Chief Instructional Officers organization.

VOCATIONAL EDUCATION COMMITTEE

By Erna Noble

The Vocational Education Committee continues to focus on the expansion of the Vocational Education Liaison Committee. Mailings of pertinent material were sent to the Liaison Committee members.

The Committee served as a resource for the Academic Senate representatives on the AB 1725 Task Force in the areas of vocational credentials and minimum standards.

The Vocational Education chair regularly attended the California Community College Occupational Education Coalition meetings. The Coalition's activities this year have been to continue to monitor the Commission for the Review of the Master Plan for Higher Education. The Coalition served as a resource for the Commission's consultant, Norton Grubb, in the writing of Issue Paper 8. During the Commission's hearings of this issue, testimony was given by the Coalition and this committee chair. The Coalition will continue to be active in the Joint (Legislative) Committee hearings.

The Coalition has continued to work with the State Department of Education and the Vocational Education unit of the Chancellor's Office to establish open communication and promote positive working relationships.

One of the most significant accomplishments of the Vocational Education Committee is the rapport that has been developed with the secondary school educators and community college vocational educators. At the request of the Vocational Education Committee, the Academic Senate was one of the sponsors for the California Vocational Education Conference. The chair participated in this conference as a presentor on the panel titled *Open Forum, Articulation Project.*

Two members of the Vocational Education Committee have written issue briefs concerning Associate Degree Nursing and Articulation, both of which have been accepted by the Coalition and the Academic Senate.

California Postsecondary Education Commission (CPEC) has published the *Health Science Report*, 1985-86. This report includes the contribution of the Vocational Education Health Science subcommittee.

The committee is pleased that Assemblymember Sam Farr has introduced Assembly Bill 995 in response to the Contract Education Task Force Report. Three of the 1985-86 Vocational Education Committee members served on that task force.

INTERSEGMENTAL COMMITTEE BIOLOGY TRANSFER CURRICULUM

By Lillian Blaschke (Fullerton)

The Intersegmental Drafting Committee for the Biology Transfer Curriculum first met at the College of San Mateo on May 9, 1987. Committee members reviewed work and recommendations from other groups in preparation for drafting a lower division curriculum that will prepare students to enter smoothly into the upper division in any major in the broad area of biology on any campus of the UC or CSU.

Some draft documents will soon be prepared by various committee members, and a second meeting is tentatively scheduled for June 23.

INTERSEGMENTAL COMMITTEE GENERAL EDUCATION TRANSFER CORE CURRICULUM

By Carmen M. Decker

In March of 1987, the Intersegmental Committee of the Academic Senates established the Intersegmental Committee for a General Education Transfer Curriculum to determine the feasibility of devising a transfer curriculum in the area of general education that would assist students intending to transfer to any of the two public segments of higher education. Each Academic Senate appointed three faculty members from various disciplines and with strong backgrounds in the

areas of general education, articulation and transfer. Committee members included Carmen Decker, Chair (Cypress), Theo Mabry (Orange Coast), Maryamber Villa (L.A. Valley), Bernice Biggs (CSU San Francisco), Ray Geigle (CSC Bakersfield), Frieda Stahl (CSU Los Angeles), Edward Alpers (UC Los Angeles), Brian Federici (UC Riverside), and Mark Wheelis (UC Davis).

Committee members reviewed the recommendations issued by the Master Plan Commission and discussed the Joint (Legislative) Committee's parallel recommendations, as well as material from the segments. In addition, the committee discussed the UC reciprocity proposal and examined material from other states.

Committee members tentatively agreed to focus future discussion on the CSU General Education-Breadth Requirements pattern and the UC Educational Policies policy statement on lower division breadth and GE requirements for transfer students.

INTERSEGMENTAL COMMITTEE ON VISUAL AND PERFORMING ARTS

By Madeline Mueller

The Intersegmental Committee on Visual and Performing Arts met six times during 1986-87. Lively and productive meetings, attended each time by virtually all twelve members, were held at CSU San Francisco, State Department of Education offices in Sacramento, UC Berkeley, CSU Los Angeles, UC Riverside, and City College of San Francisco. In addition to working out a budget request which is being considered a model for many such committees (and may even be funded!), the VPA Committee has developed definition statements, format, and timelines for the competencies/expectations report. The committee has reviewed and outlined Arts positions of The College Board, the California Framework, Model Curriculum Standards and Guidelines, and various CSU, UC, CCC, and additional SDE documents concerning the visual and performing arts. The committee also heard testimony from a number of representatives from high school arts programs and from a variety of arts education associations. First draft materials are scheduled for field testing during a full, statewide arts coalition meeting in November at Asilomar. The next meeting will be at UC Los Angeles in September.

GENERAL SESSIONS AND ACTIVITIES

1986 FALL GENERAL SESSION

Theme: Toward Full Partnership in Higher Education

Embarcadero Holiday Inn

San Diego

November 6-8, 1986

The 1986 Fall Conference had 247 registered participants in addition to Executive Committee members and guests, and representation from 92 of the 106 community colleges.

The three-day conference began on Thursday at 9 a.m. with orientation of new delegates and an explanation of the revised resolution process. Preconference resolutions were developed by the Executive Committee through its committees. Amendments and new preconference resolutions were generated in Area meetings. During breakout sessions, conference participants participated and gave consideration to the need for new resolutions or admendments to the preconference resolutions, which were distributed in the conference packets.

At the First General Session, President Mark G. Edelstein greeted the delegates and introduced Garland Peed, Chancellor of the San Diego Community College District, who welcomed participants to San Diego. Edelstein then introduced Deputy Chancellor James Meznek, who delivered the Chancellor's Office Report.

Delegates attended breakout sessions on Value-Added Education, Accreditation, Improving High School Curriculum: Pilot Consultation Project, Community Mentoring: The Puente Project, and B.A. Appropriate Courses.

Board of Governors President Agnes Robinson was the luncheon speaker. Her topic, "Forward into the '90s," presented delegates and participants with a view of educational needs in the next decade.

Afternoon breakout sessions included discussions of New Directions in Faculty Development, Assuming Responsibility for Affirmative Action, Governance—Is It 'Broke' and Should We Fix It?, The UC Senate Report on Lower Division Education, and Evaluating Our Remedial Programs.

The Second General Session featured an address by W. Ann Reynolds, Chancellor of the California State University, who spoke of "Shared Approaches to Educational Reform."

An evening banquet speech was presented by Senator Rebecca Morgan, who addressed the work of the Commission for the Review of the Master Plan for Higher Education in California. The keynote speech was delivered by Executive Director William Pickens of the California Postsecondary Education Commission. Pickens looked both backwards into the recent history of the community colleges and forward into the changes most likely mandated by the Master Plan Review. His address was titled "CPEC and the Community Colleges: Retrospects and Prospects."

Friday activities began with an address by Constance Carroll, President of Saddleback College, who challenged academic senate leaders to be pro-active, write position papers, take the lead on local campuses in setting academic policy, and give the local senate president two years in office: one to learn the job and one to implement change based upon what has been learned.

Following that address, conference participants selected from among the following breakout topics: Vocational Education: Report on Asilomar IV, The Foreign Language Competency Statement, The Role of Faculty in Evaluation, What Makes an Effective Local Senate?, The Faculty's Responsibility for Student Services, and General Concerns.

Brian Murphy also addressed the conference participants, speaking of "Prospects for Community College Reform."

An election was held to replace Eileen L. Lewis, who had two years remaining on the Executive Committee. Bob Zavala was elected by acclamation.

On Saturday, November 8, delegates reviewed resolutions and proposed amendments before convening for the Third General Session, which ran from 10 a.m. to 3:30 p.m., during which time the resolutions and amendments were voted upon.

RESOLUTIONS

Resolutions adopted by the delegates include the following:

ACCREDITATION

That faculty on hiring committees consider for hire only individuals with degrees from regionally accredited institutions, and that college publications list only degrees from regionally accredited institutions, and that salary placement and academic rank advancement be given only for degrees from regionally accredited institutions, and finally that local senates establish a Professional Standards Committee.

That the Accrediting Commission handbook focus upon enhancing the role of the local senate in the accreditation process.

That local senates accept accreditation as a primary responsibility.

ARTICULATION

That community colleges be encouraged to establish an articulation committee composed of faculty members, both teaching and counseling, as well as the chief instructional officer, to communicate with area high schools and postsecondary institutions.

That the Intersegmental Committee of the Academic Senates be requested to consider the following:

1. Ways to improve articulation between community colleges and other segments for Associate Degree nurses who wish to pursue baccalaureate nursing degrees.

2. Free access for faculty from all segments of postsecondary education to library resources at all public institutions of higher education.

EDUCATIONAL POLICIES

That implementation of full statewide matriculation programs be contingent upon full and adequate funding.

That the Senate endorse the Statement on Competencies in Languages Other than English.

FACULTY DEVELOPMENT

That the Senate initiate a study of needs and potential for faculty development in effective cross-cultural teaching techniques.

That the concept of mentoring include all new and part-time instructors.

HIRING AND EVALUATION

That the Senate draft guidelines for use in recruitment, hiring, retention, and promotion practices to ensure continued commitment to the values and goals of affirmative action.

That the Senate support regular and rigorous evaluation which includes self, peer, and student evaluation.

LOCAL SENATES

That local senates support faculty participation in the development and review of college/ district foundation activities.

RESEARCH

That the Senate collect and study data on class cancellation policies.

That the Senate examine the role of the Senate as delineated in EERA.

That local senates seek establishment of clear delineations of functions of the senate and collective bargaining agent.

RULES/ BYLAWS

That the Bylaws be revised to reflect that Executive Committee members shall be senators or local senate presidents at the time of election and must retain faculty status while serving on the Executive Committee and that the Senate president shall serve no more than 2 consecutive elected 1-year terms.

That the Rules be revised to reflect that vacancies on the Executive Committee may be filled by Executive Committee appointment, and that the following two committees be added as standing committees of the Academic Senate: Vocational Education Committee and Relations with Local Senates Committee.

VOCATIONAL EDUCATION

That the Senate reaffirm support for continued use of the ADN degree.

That vocational faculty members be encouraged to participate in instructor advisement.

1987 SPRING GENERAL SESSION

Theme: Empowering Local Senates—New Roles, New Responsibilities

Sunnyvale Hilton Hotel

April 2-4, 1987

New delegates were invited to an orientation session on Thursday, April 2. Following that, President Mark G. Edelstein called to order the First General Session and introduced Gustavo Mellander, Chancellor, West Valley CC District, who noted that a strong academic senate is at the heart of an educational institution. President Edelstein then introduced Chancellor Joshua Smith, who delivered the Chancellor's Office Report.

Conference participants attended breakout sessions of their choice, selecting from among the following topics: Higher Standards Through Accreditation, Affirmative Action: The Faculty's Role, The 3409 Task Force on Faculty and Administrator Qualifications, and Statewide Health Sciences Activities.

A luncheon discussion between President Edelstein and Board of Governors' President Borgny Baird touched upon a variety of topics including the Community College Omnibus Reform Bill (AB 1725, Vasconcellos), reorganization of the Board of Governors, and resolution of the governance issue.

At the afternoon breakout sessions participants were invited to engage in discussions of Issues and Options for Vocational Education; Faculty Development: Directions and Projects into the 1990's; Hiring, Evaluation, and Tenure: A Position Paper; Critical Thinking: Applying Title 5 Standards.

Lee J. Kerschner, Executive Director of the Commission for the Review of the Master Plan, delivered an afternoon address, bringing participants up to date on the most recent decisions of that body. The evening concluded with a banquet presentation entitled "Empowering Local Senates—A Renewed Commitment," during which Leon Baradat, Norbert Bischof, Carmen Decker, and Mark Edelstein revisited commitments to collegiality made by previous Senate presidents.

Friday's activities and the Third General Session opened with an address by Peter Mehas, the Governor's newly-appointed Higher Education Assistant. Following that address, the following names were placed in nomination for Academic Senate offices and Executive Committee:

President: Karen Grosz, Larry Miller
Vice-President: Ginger DeBow, Bud Hannan
Secretary: Lynda Corbin, Theo Mabry
Treasurer: Phil Hartley
Area A: Marilyn Day, Joseph Munoz
Area D: Terry Thomas, Evelyn Weiss
North: Michael McHargue
South: Harry Kawahara, Jan Zaboski

Participants selected from among the following breakout sessions Friday morning: Local Senates: Developing Leadership; Future Faculty: New Roles, New Responsibilities; Political Effectiveness; Value-Added Education: Mandate for the Future; Curriculum Committees.

Assemblymember John Vasconcellos delivered the luncheon address, during which he discussed "The Community College Reform Bill." Following that, participants selected the breakout sessions of their choice: General Concerns; Empowering Local Senates: An Institutional View; The AB 3409 Task Force: A Discussion of Finance Models; The Academic Senate's Role in the State Chancellor's Consultative Process; and Community College Reform: Report of the Joint Committee.

The afternoon concluded with resolution sessions during which participants discussed resolutions and proposed amendments.

Following these sessions, attendees heard candidates' speeches and attended a no-host reception. A special reception was hosted by the West Valley Community College District Senate.

On Saturday, April 4, delegates elected officers and representatives to the Executive Committee, and debated and adopted various resolutions. The following individuals were elected to serve as the Executive Committee for 1987-88:
Karen Sue Grosz, President
Ginger DeBow, Vice-President
Lynda Corbin, Secretary
Phil Hartley, Treasurer
Marilyn Day
Harry Kawahara
Michael McHargue
Joseph Munoz
Evelyn Weiss

Following the general session, at 5 p.m., delegates adjourned to a reception.

RESOLUTIONS

The following resolutions were among those adopted at the 1987 Spring Conference:

EDUCATIONAL POLICIES

That the Senate approve the statement "Considerations Involved in Determining What Constitutes a Baccalaureate Level Course."

That the Senate adopt the report "The Role of Faculty in the Curriculum Process."

FACULTY DEVELOPMENT

That the Senate request that the Chancellor's Office establish a task force to identify a system of incentives to support and promote enhancement of instructional effectiveness, increased faculty participation in shared governance activities, increased involvement in professional, community, and outreach activities, and increased involvement in faculty development activities.

FINANCE

That the Senate endorse a student fee proposal with provisions that the fee be set at $5 per unit to a maximum of $50, that the course drop fee be eliminated and a permissive health services fee be reinstated, that adequate financial aid be provided, that materials fees be maintained as appropriate.

GENERAL CONCERNS

That the Senate communicate to appropriate administrative personnel faculty concern over the lack and/ or understaffing of child care centers.

GOVERNANCE

That the Senate approve in concept the delineation of responsibilities set forth in Draft 6 of the proposed formalization of the relationship between the Senate and the Chancellor's Office.

HIRING, EVALUATIONS, AND TENURE

That the Senate adopt the report "Affirmative Action Guidelines."

That the Senate adopt the report "Professional Standards for Faculty" as a statement of position on professional standards as they relate to hiring, transfer, and professional development.

LOCAL SENATES

That local senates be urged to maintain a senate office with a senate library, equipment for efficient operation, and copies of Academic Senate resolutions.

That the Senate reaffirm its position that all local senates should provide for membership of part-time faculty.

That the Senate Research and Local Senates Committees initiate a systematic research of internal governance in community colleges, with primary emphasis on curricular matters, and that the Executive Committee establish a research project on local academic senates.

ACADEMIC SENATE PRESIDENTS AND DELEGATES

Alameda, College of
President: Marge Maloney

Allan Hancock College
President: Charles Varni
Delegate: Rosemary Arnold

American River College
President: Ray Tewell

Antelope Valley College
President: Glen Herspool

Bakersfield College
President: Greg Goodwin
Delegate: Jim Glynn

Barstow College
President: Lori Williams

Butte College
President: Susan Leitner

Cabrillo College
President: Sandy Lydon

Canada College
President: Gerald M. Messner

Canyons, College of the
President: Joan Jacobson
Delegate: Bradley Reynolds

Cerritos College
President: John Boyle

Cerro Coso Community College
President: June Wasserman

Chabot College
President: Carol Clough

Chaffey College
President: Bill Stanford

Citrus College
President: Keith F. Shirey

Coastline Community College
President: Jeannine Engelhart

Columbia College
President: Fred Petersen

Compton Community College
President: Robert Boyd

Contra Costa College
President: Michael Anker

Cosumnes River College
President: Doree Steinmann

Crafton Hills College
President: Marian Carter

Cuesta College
President: Randall D. Gold
Delegate: Daniel J. Canney

Cuyamaca College
President: Charles Hyde

Cypress College
President: Jewel Keusder
Delegate: Donald Hucker

DeAnza College
President: Frances Dressler

Desert, College of the
President: Buford Crites
Delegate: Jim Hopp

Diablo Valley College
President: Barbara R. Baldwin
Delegate: Arthur P. Dull

East Los Angeles College
President: Ross Hernandez

El Camino College
President: Armando R. Ruiz

Evergreen Valley College
President: Walter Soellner

Feather River College
President: John C. Gallagher

Foothill College
President: Mona L. Spicer

Fresno City College
President: James O'Banion

Fullerton College
President: David A. Ibsen
Delegate: Lilian Blaschke

Gavilan College
President: Susan Quatre

Glendale Community College
President: Jean Lecuyer
Delegate: Steve Witite

Golden West College
President: Dale Deffner
Delegate: Evelyn Weiss

Grossmont College
President: Richard K. Lantz

Hartnell College
President: Carl H. Christensen

Imperial Valley College
President: Olga Artechi

Irvine Valley College
President: Mark McNeil
Delegate: David G. Everett

Kings River Community College
President: Pat Hair
Delegate: Becky Kellam

Lake Tahoe Community College
President: George Drake

Laney College
President: Ronald Moore

Lassen College
President: John Hamilton

Long Beach City College
President: John L. Ayala

Los Angeles City College
President: Fleur Steinhardt

Los Angeles Harbor College
President: Thomas L. Bottone

Los Angeles Mission College
President: Peter Westray

Los Angeles Pierce College
President: Jim Rikel

Los Angeles Southwest College
President: Adolfo Contreras-Paz

Los Angeles Trade-Tech College
President: Pat Wilson

Los Angeles Valley College
President: Shannon C. Stack

Los Medanos College
President: Leonard Price

Marin Community College
President: James Locke

Mendocino College
President: Gerald DeChaine

Merced College
President: Arthur J. Cardoza

Merritt College
President: Norbert S. Bischof

MiraCosta College
President: Kenneth Kornelsen
Delegate: Donald L. Kavalec

Mission College
President: Don Cordero

Modesto Junior College
President: Bob Gauvreau

Monterey Peninsula College
President: Dennis Johnson

Moorpark College
President: Al Miller

Mt. San Antonio College
President: Ralph Greenwood

Mt. San Jacinto College
President: Blair Ceniceros

Napa Valley College
President: William Blair

Ohlone College
President: Cynthia L. Katona

Orange Coast College
President: Theo N. Mabry

Oxnard College
President: Cheryl Shearer

Palo Verde College
President: Robert M. Meads

Palomar College
President: Harry Barnet

Pasadena City College
President: Harry Kawahara

Porterville College
President: R.E. Ross

Rancho Santiago College
President: Lee Mallory
Delegate: Merlin L. Henry

Redwoods, College of the
President: Jerome Guffey

Rio Hondo College
President: Eleanor Bewley
Delegate: Beverly Abila

Riverside City College
President: Joe G. Bennett

Sacramento City College
President: Barbara Davis

Saddleback College
President: Richard McCullough

San Bernardino Valley College
President: Dorothy L. Gates

San Diego City College
President: Clarence Stanfield

San Diego Ed. Cult. Complex
President: Midge Neff-LeClaire

San Diego Mesa College
President: Lynda Corbin

San Diego Miramar College
President: Dorothy K. Simpson

San Francisco CC Centers
President: Crisco S. McCullough

San Francisco, City College of
President: Darlene Alioto

San Joaquin Delta College
President: Rosann Burt

San Jose City College
President: David R. Yancey

San Mateo, College of
President: Michael Bucher
Delegate: Pat Tollefson

Santa Barbara City College
President: Harold P. Fairly

Santa Monica College
President: Charles R. Donaldson

Santa Rosa Junior College
President: Frak C. Pugh
Delegate: Hal M. Walker

Sequoias, College of the
President: Tim Hart
Delegate: Audie Stiles

Shasta College
President: Marilyn Day

Sierra College
President: Harry Powell

Siskiyous, College of the
President: Jim Hatton

Skyline College
President: Elizabeth Armstrong

Solano Community College
President: Tom Warren

Southwestern College
President: Larry Davis
Delegate: Terry Thomas

Taft College
President: Konrad McMillan

Ventura College
President: Donald Villeneuve

Victor Valley College
President: Dick Powell
Delegate: Joanne Eccleston

Vista College
President: Michael Mills

West Hills College
President: James Sirman

West Los Angeles College
President: Fred Ferdon
Delegate: Roger Anderson

West Valley College
President: Claudine Simpson
Delegate: Lydia Harris

Yuba College
President: Beverly Paget

District Senate Presidents

1986-87

Contra Costa CC District: Michael Anker

Foothill-DeAnza CC District: Paul Setziol

Los Angeles CC District: Patricia Siever

Los Rios CC District: John Suter

Peralta CC District: Norbert Bischof

San Mateo County CC District: Paula Anderson

West Valley-Mission CC District: Bertha Vigil Laden

PUBLICATIONS LIST

The following publications relating to activities of the Academic Senate for California Community Colleges are available from the Sacramento office of the Academic Senate at the prices indicated, which include postage and handling. Please make checks payable to the *Academic Senate for California Community Colleges*. Limited quantities are available in some cases. To request copies, either phone the Academic Senate at 916/441-5465 or send your request to

The Academic Senate for California Community College
1107 Ninth Street
Sacramento, CA 95814

Academic Policies: Leading the Way
An index of Senate resolutions and position papers on academic standards, academic rigor, course repetition, the associate degree, course classification, general education and the associate degree, grading, and telecommunications/ independent study, 1974-1983. $3.00

Academic Standards Committee (now Educational Policies)

a. Report to the Spring 1978 Session of the Academic Senate, this report includes a summary of the Academic Standards Conference held in December 1977. $2.00

b. Report to the Spring 1977 Session of the Academic Senate, this report includes a summary and analysis of the Academic Standards questionnaire. $2.00

Academic Standards: The Faculty's Role
A position paper adopted Spring, 1983. $1.00

Affirmative Action Guidelines
A position paper written by the Educational Policies Committee, principal author Jewel Keusder, adopted Spring, 1987. $1.00

Affirmative Action and Related Issues
A booklet of over thirty Academic Senate resolutions and positions, 1970-1987, compiled and edited with an introduction by Edith Conn. $2.00

Annual Report of the Academic Senate
1980, 1981, 1983, 1984, 1985, 1986, 1987. $3.00 each

By-Laws and Rules of The Academic Senate for California Community Colleges
$1.00

Collegiality and Academic Senates
A Senate workshop address by Leon P. Baradat, 1980. $1.00

Conference Packets
Material given in a folder to each attendee at Senate conferences, spring and fall, 1983-1986, as available. $5.00

Credit/Noncredit Policy
An annotated booklet by Leon P. Baradat. $2.00

Curriculum and the Faculty, Part 1
A document edited by Debra Banks, this booklet includes curriculum review models and guidelines for course approval, as well as references to appropriate Title 5 and Education Code provisions, and other information. Spring 1987. $3.00

Directory of the Academic Senate
1980, 1982, 1983, 1984, 1985, 1986. $3.00

Faculty Involvement on State and Federal Advisory Committees
A position paper by Jonnah Laroche and Edith Conn, adopted Fall, 1978. 1.00

Faculty Role in Accreditation
A handbook for local academic senates, edited by Val Villa, chair of the Senate Accreditation Committee, Spring, 1984; revised Spring, 1985. $2.00

Fees
A position paper by Jonnah Laroche and Jack Farmer, adopted Spring, 1977. $1.00

Finance of California Community Colleges
A videotape produced by the Academic Senate and the Association of California Community College Administrators, with a workbook and list of additional readings. Available at cost in California for $53.25 (including tax).

Forum: Issues in California Community Colleges, Vol. I and II
A journal of articles by community college faculty, edited by Jonnah Laroche. Limited numbers available of volumes I and II, 1981 and 1982. $4.00

Forum: Issues in California Community Colleges, Vol. III
A journal of articles by community college faculty, edited by Susan Petit. $3.00

Forum: Issues in California Community Colleges, Vol. IV
A journal of articles by community college and university faculty, edited by Karen Sue Grosz. $3.00

General Education Model Criteria for the Associate Degree
A position paper adopted Spring, 1981. $1.00

Grading Policies
An annotated booklet prepared by the Educational Policies Committee, Maryamber Villa, Chair. First issued by the Senate on October 30, 1980; revised and updated by Maryamber Villa in October, 1985. $3.00

A Great Teacher Is . . .
A compilation of definitions and descriptions from the 1982 Great Teachers Seminar, done in calligraphy. A limited number of copies available. $2.00

Guidelines for California Community Colleges in the Use of Telecommunications Systems in Instruction
A position paper adopted Fall, 1982; revised Fall, 1983. $1.00

Hiring and Evaluation
A brochure developed by the Educational Policies Committee "to assist local academic senates in developing or updating policies regarding the hiring and evaluating of certificated staff, particularly administrators." Includes Title 5 excerpts with commentary and sample evaluation forms. Spring, 1983. $2.00

How to Transform a State Senate Resolution into a Local College Policy
A paper developed by the Committee on Relations with Local Senates, Terry Thomas, Chair, Spring 1986. $1.00

Indexes to Senate Resolutions and Positions

a. General index on selected topics, 1969-1982. $2.00

b. Rights and Responsibilities of Local Senates and the Academic Senate for California Community Colleges, 1969-1983. $2.00

c. Staff Development, 1971-1983. $1.00

d. Vocational Education, 1979-1985. $1.00

e. Contract Education, Credentials, Curriculum Committees, Part-time Faculty (in one booklet), 1969-1985. $3.00

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Improving the Effectiveness of Local Senates

A Senate workshop address by Norbert Bischof, 1980. $1.00

Instructor Advisement

A position paper written by the Educational Policies Committee, Mark Edelstein, Chair, adopted Spring, 1985. $1.00

Instruction as a Priority

A position paper adopted Fall, 1982. $1.00

Issues Pertaining to the Transfer Function of the California Community Colleges

The Senate response to the publication by the University of California of the final *Report of the Task Group on Retention and Transfer*, more popularly known as the "Kissler Report" after Dr. Gerald Kissler, Associate Director of Planning, Chancellor's Office, UCLA. Prepared by the Educational Policies Committee, Maryamber Villa, Chair, June 1980. $2.00

Managing, Planning and Review Processes

A position paper adopted Fall, 1983. $11.00

The Matriculated Student: An Academic Statement

A position paper adopted Fall, 1982. $1.00

Part-Time Faculty: A Position Paper

A position paper prepared by Karen Sue Grosz, adopted Spring, 1986. $1.00

Planning for Tomorrow: How to Prepare in High School for Your Community College Years

A brochure prepared by the Educational Policies Committee of the Academic Senate for California Community Colleges, principal author Susan Petit, adopted Spring, 1987. $1.00

Political Effectiveness Manual
A draft document prepared by Thelma Epstein, Susan Liberty, and Sherrill Moses; edited by Debra Banks, Spring, 1986. Includes work of local senate and state Academic Senate political effectiveness committees, glossary of legislative terms, an explanation of the legislative process, and other information. $3.00

Proceedings of the Academic Senate for California Community Colleges
Minutes, resolutions, attendees of the following conferences:

Fall 1977
Spring 1978
Fall 1978
Spring 1979
Winter Conference on Basic Skills
Fall 1979
Spring 1980
Fall 1980
Spring 1981
Fall 1981
Spring 1982
Fall 1982
Spring 1983
Fall 1983
Spring 1984
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Spring 1985
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Fall 1986
Spring 1987

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Professional Standards for Faculty
A position paper written by the Educational Polcies Committee, principal author Susan Petit, adopted Spring, 1987. $1.00

Rationale for the Inclusion of the Academic Senate for California Community Colleges in Title 5
Spring, 1978 $1.00

Recommendations for California Community College Involvement in Admission, Retention, and Academic Achievement of Groups Presently Underrepresented in California Community Colleges
Written by Tyra L. Duncan Hall and Marian Anderson on behalf of the Academic Senate at the request of the Chancellor's Office as a response to Item 321, Supplemental Report of the Committee of Conference on the Budget Bill, California State Legislature, February, 1979. $2.00

A Report to the 1982 Spring Conference on Articulation, Competencies, and Community College Testing Practices
Prepared by the Educational Policies Committee, Leon Baradat, Chair. Includes a survey by Senate Research Chair Phil Hartley on testing, Spring, 1982. $2.00

Role of the Academic Senate in California Community Colleges
Revised edition of a position paper adopted Fall, 1980. In brochure form, written by Norbert Bischof. Title 5 and commentary. $2.00

The Role of Faculty in the Curriculum Process
A position paper written by the Educational Policies Committee, principal author Carmen Decker, Chair; adopted Spring, 1987. $1.00

The Rostrum
The Academic Senate newsletter. Vol. I, 1984-85, and Vol. II, 1985-86, edited by Susan Petit. Vol. III, 1986-87, edited by Karen Sue Grosz. Back issues as available. $1.00

Sixty Milestones in the History of Senates and the Academic Senate for California Community Colleges
Selected and edited by Edith Conn, Archivist, April, 1986. $3.00

Statements on Preparation in English and Mathematics: Competencies Expected of Entering Freshmen and Remedial and Baccalaureate-Level Course Work
Prepared by the Academic Senates of the California Community Colleges, the California State University, and the University of California. A 1982 publication, the 98-page booklet includes sample mathematics problems and English essays. $3.00

Survey of Local Senates
Conducted by the Research Committee, 1984-85, and in 1986-87, on such issues as reassigned time, secretarial support, budget funding, office space, committee participation, etc. $1.00

Testimony by the Academic Senate during 1985-86 on the Work of the Commission for the Review of the Master Plan for Higher Education
Testimony given by officers and Executive Committee members. $2.00

Toward a More Effective Senate
A handbook for local senates compiled by the Relations with Local Senates Committee, Eileen Lewis, Chair, Fall-Spring, 1984-85. $2.00

Transfer Education: A Bridge to the Future
An index to Senate positions and resolutions on transfer, articulation, basic skills/ competency/ remediation, counseling, general education/ transfer, and matriculation, 1977-1984. $3.00

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